

INTERNATIONAL NEEDS

GROUP ASSISTANCE PROGRAM

IMPLEMENTATION GUIDE



INTRODUCTION

To our Lead Partners, we're pleased you're considering an INGAP program to empower vulnerable people in your school or community. INGAP is an **efficient** and **cost-effective** way to launch new programs and generate financial support. INGAP requires **less administration**, so you and your team will have more time and funds to focus on the people you've been called to serve. This guide provides the key details you need to design a successful program and write a strong proposal. **We look forward to supporting you!**

INGAP IS HOLISTIC

Like all IN Assistance Programmes, INGAP pursues a vision of transformed lives and changed communities. The approach is holistic, which means your INGAP program should focus on **shaping the whole person** - head, heart, hands, and health. You'll be walking alongside vulnerable people for the long term, building relationships and empowering them to reach beyond their difficult circumstances. **This is the IN way.**

THE IDEAL PARTICIPANTS OF INGAP

INGAP is for groups of people who share common circumstances, for example:

- children whose families can't afford school fees
- girls at risk of early marriage
- boys at risk of being forced into child labour
- children who need help to deal with grief, abuse, or a disability
- women being oppressed in a male-dominated culture

If you know of a group of people in your school or community who are struggling with a particular challenge or facing the same risk, you may have a fit for INGAP. YOU know the greatest needs in your school or community, and it's up to you to identify a group that could benefit from the empowerment offered through INGAP.



INGAP is for groups who share common struggles or circumstances.



WHERE INGAP HAPPENS

INGAP is a great fit in formal schools, where children from K through grade 12 are missing out on education. However, there are many other settings that fit the group model, such as:

- After-school mentoring and team-building programs
- Technical and vocational training
- Shelters for abused women and girls
- Drop-in programmes for rescued children and child workers
- Adult education and parental empowerment

Build INGAP groups using your knowledge of the needs in the school or community.



HOW INGAP FITS WITHIN THE IN ASSISTANCE MODEL

INGAP is meant to work **alongside** the other IN assistance programs, **not as a replacement**. The group model is for supporters who wish to make a bigger impact on more people, rather than having a personal connection to a single child (INCAP), student (INSAP), or worker (INWAP).

HOW INGAP FITS AT A SCHOOL WITH INCAP PARTICIPANTS

INGAP can run side-by-side with INCAP, or as a standalone program, depending on your objectives and the local situation. For example:



INGAP side-by-side with INCAP

Your community has 300 children who are unable to afford school fees. 200 are being assisted by INCAP, but the rest are not able to attend. In this case, your objective may be to launch INGAP to assist the other 100 children.

INCAP + INGAP = All children able to access education!



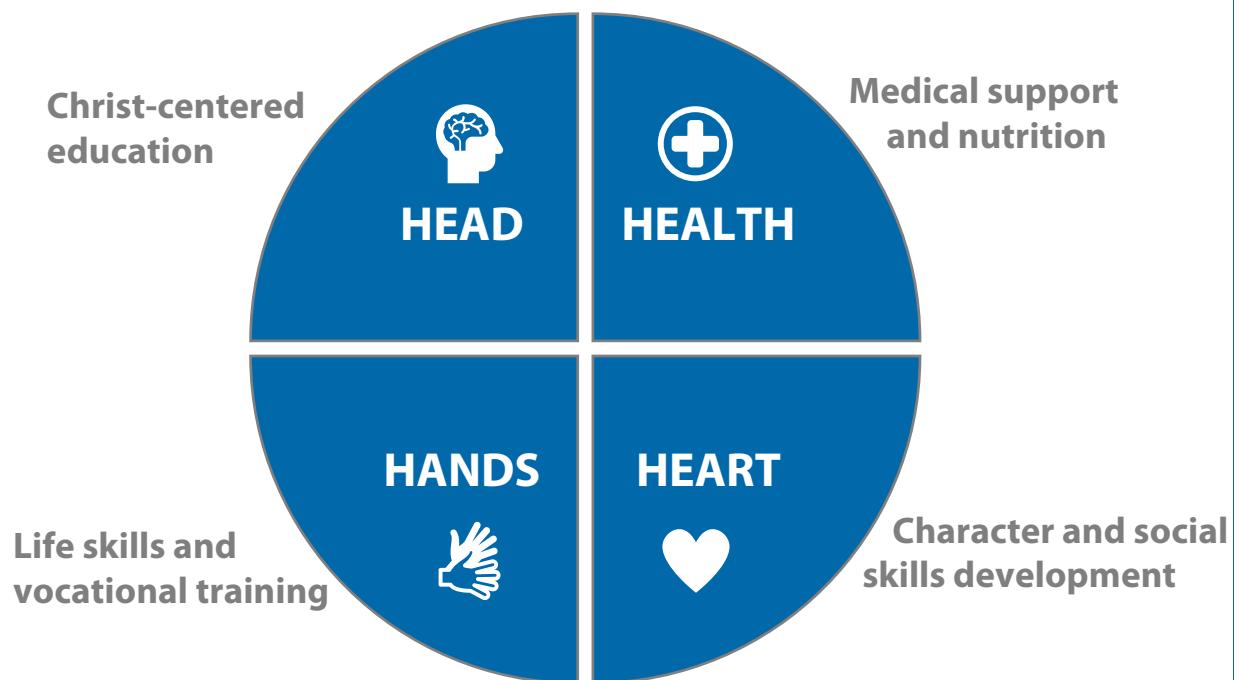
Standalone INGAP Program

Children in your school are testing well and ready to start learning technical skills so they can find work. Recognizing the drive and potential in your students, you could launch an extra-curricular INGAP vocational empowerment program to specialise in carpentry, computers, esthetics, sewing, etc.

INGAP = More potential to escape poverty!

These are just two scenarios; the options are limited only by your imagination.

THE FOUR PILLARS OF AN INGAP PROGRAM



In addition to the four foundational pillars, your INGAP program should tackle any existing **human rights or child protection issues**.

POSITIVE IMPACT FOR LEAD AND SUPPORT PARTNERS



NO CHILD LEFT OUT

- Every child in the group gets equal access to education



FLEXIBILITY FOR LEAD PARTNERS

- To design high impact programs that meet real needs



LESS ADMIN

- Fewer mailings than INCAP



NO POSTAGE OR COURIER COSTS

- Reports, photos, and videos are sent electronically



INCREASED DONOR SATISFACTION

- More stable funding

TRACKING PARTICIPANTS

Lead Partners are responsible for uploading participant profiles to the LINK app. Like with INCAP, **every INGAP participant must be linked to a specific program**, tracked in the system, and updated when changes take place.

When a child graduates from or leaves an INGAP program, the Lead Partner enrolls a new participant to take the graduate's place. **NOTE: The Lead Partner must inform the Support Partner about the change** so the new child can be linked to a new fund code in Raiser's Edge.

Every INGAP participant must be linked to a specific program and tracked in the Link app.



MONITORING AND EVALUATION

Lead partners are responsible for designing the program, establishing a baseline with goals, submitting a formal proposal with budget, and implementing the program after it has been approved by our Board of Directors.

Lead and Support Partners shall use periodic monitoring and mid-term evaluations to determine if activities have been implemented as planned and in accordance with set milestones.

REPORTING GUIDELINES - OVERVIEW

Good reporting is an essential ingredient for good donor and partner relations. Detailed reports provide evidence that financial gifts are producing transformation and change. Reports also help us understand any gaps or challenges where you could benefit from more support. Failure to provide adequate reports puts future program funding at risk, as well as the charitable status of some country partners. However, **it is not our goal to burden Lead Partners with excessive reporting requirements.** The following tables provide a summary of a new, simplified approach to reporting. Explanations follow on the next page.

| For Standalone INGAP Programs | Due Date | To be sent to INGAP donors | To be sent to INCAP donors |
|--------------------------------------|-------------------|-----------------------------------|-----------------------------------|
| INGAP report #1* | June 30 | ✓ | - |
| INGAP report #2 * | Dec 31 | ✓ | - |
| Financial reports | June 30 Dec 31 | - | - |

| For INCAP / INGAP Programs Running Side -by-Side | Due Date | To be sent to INGAP donors | To be sent to INCAP donors |
|---|-------------------|-----------------------------------|-----------------------------------|
| Consolidated Education report #1 Covering all INCAP and INGAP programs* | June 30 | ✓ | ✓ |
| Consolidated Education report #2 Covering all INCAP and INGAP programs* | Dec 31 | ✓ | ✓ |
| Financial reports (please provide separate reporting for INCAP and INGAP) | June 30 Dec 31 | - | - |
| + Letter written by each INCAP child | March 30 | - | ✓ |
| + Progress report from INCAP teachers | October 30 | - | ✓ |
| + Christmas card from each INCAP child | December 1 | - | ✓ |

*Please use the 'Program Report Template' in the Library menu on the Partner Resource Center.

CONSOLIDATED EDUCATION REPORTS

If you have children being assisted under both INCAP and INGAP in your country, you may consolidate your educational programs into a **single report** that describes your overall educational activities and impact across all your school programs. This will give all supporters, both INCAP and INGAP, a big picture view of how you are making a difference with their financial support; i.e., INCAP and INGAP supporters would all get the same report. We ask you to provide **two consolidated educational reports a year**.

INCAP COMMUNICATIONS

For INCAP, we would send the **consolidated reports**, plus **one personal letter** from each sponsored child, **one progress report and photo** from the teacher, and a **Christmas card**.

FINANCIAL REPORTS

Please provide separate financial reports for INCAP and INGAP as follows:

- Funding **received** - from all sources (IN Support Partners + local revenue)
- **Money spent** - Program expenses with details (aligned with your budget lines)
- Number of participants receiving assistance

IMPACT REPORTING

Is the INGAP program meeting the objectives you set out in your proposal? If so, what outcomes and impact are you seeing? When completing the report template (twice a year), keep in mind that donors get engaged when they see evidence of transformation in the life of a vulnerable person.

Watch for changes in the lives of your students, and tell us how you see God at work. Share stories of transformation as they relate to the four pillars: HEAD - HEART - HANDS - HEALTH. How are things changing? How are people doing? Are you seeing improvements in areas like test scores, gender imbalance, teenage pregnancy and sexual health, attitudes, or behaviour? We want to see your observations in the report.

And remember, make sure you always have a phone or camera in hand to capture those magic moments through high quality photos and videos. Donors love seeing it for themselves.



HOW TO GET STARTED

Step 1) Request a pre-proposal template

Contact <name>, Manager of Programmes and Projects, IN <country>.
<email>

Step 2) Complete and submit pre-proposal

This template is an 'Executive Summary' of your vision for the new INGAP program. The IN<country> Programmes and Project Team will provide feedback and may request additional information.

Step 3) Submit full proposal and budget

When the pre-proposal is accepted, we will invite you to send a detailed proposal and budget. This document will be presented to our Board of Directors for approval.